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LATIN IN THE SECONDARY SCHOOLS OF GERMANY

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A perfect knowledge of some of the standard authors of ancient Rome, based upon thorough grammatical training, and a solid acquaintance with the customs and the civilizations of the "eternal city," are the chief ends and aims of the teaching of Latin in German secondary schools. All that is to be learned from the lowest form up to the highest must be weighed and brought into harmony with these two leading principles.

A very careful selection has therefore to be made of all things that are taught or, more especially, that are to be learned by heart. The selection must limit the subjects of instruction to the very smallest compass, picking out only what is important and characteristic for the Latin language and Roman customs. A sharp distinction, above all, is necessary between those things which the pupil must keep permanently in mind, and those which occur but occasionally in the reading lessons. This prescription refers to the vocabulary as well as to grammar. With respect to the latter, it is a common observation that the rules, the grammatical precepts, are too numerous; that they are formed by the schoolmaster and not, as should be the case, derived from, and selected out of, the classical authors of the "golden Latinity," as we used to call the great era of Roman literature. Only these ought to be taught and learned; the others belong to university students—to philologists, not to pupils.

For the lower form the principal object of instruction is a systematic explanation of the words and forms, and a skilful use of these words and forms in translating. A clear knowledge of the different parts of the sentence (clause) is equally required. The inductive or reform method¹ is employed here, as well as in the

¹ We distinguish between (1) the inductive (analytical) or reform method, which proceeds from the text in the foreign language and leads the pupil to find out the grammatical rules with the help of the teacher; and (2) the deductive or synthet-

higher forms, as long as it furthers the understanding of the pupils and leads them to self-activity. The basis of instruction is the clause. The vocabulary is enlarged as the reading advances. This means a great progress in comparison with the old method of teaching Latin, when thousands of words, absolutely without connection, had to be learned by heart from vocabularies cursed by the pupils, who sighed under the heavy burden. There are vocabularies still in use in accord with the government regulations, but they are not allowed to exceed the boundaries of the Latin reading book. They must be in intimate connection with the subjects treated in the reading-book, and must be arranged according to groups or families, so that many words can be derived from a single root. All that has been read or learned must be constantly worked up by translations, oral or in writing, from Latin into German, or *vice versa*. Particular subtleties of the pronunciation are to be avoided, but the teacher has to try to get a correct pronunciation on the part of the pupils by accentuating very correctly himself, and by paying particular attention to the quantity of the terminations. For the middle classes (fourth form, lower and upper third, and lower second) systematic instruction in the matter of syntax is the chief object of the teaching; the vocabulary is enlarged in the same manner as in the lower form; the translations into Latin are made from an exercise or translation book, in which the vocabulary of the Latin authors that are to be read in the middle classes is worked up. In the higher classes (upper second to upper first) the preservation of the grammatical knowledge required in the middle and lower forms, and its discreet enlargement, are aimed at. The subjects for the class work (translations from German into Latin) must be framed by the teacher himself. They must not be too difficult, but they ought to be of a nature to compel the pupils to think clearly and correctly. If they are selected from passages previously read, they must never be a mere literal translation, so that bright pupils can write them from memory.

ical method, which places the translation from the mother-tongue into the foreign idiom in the center of instruction. The teacher explains the rules, the boy works them up.

As to the reading, grammatical explanations are admitted only if difficult passages require them in order to be understood. The principal thing in reading is a fluent translation into idiomatic German, the clear understanding of the contents of the book, and acquaintance with the life and customs of the Roman people and its great civilizing task. The translation into the mother-tongue must be the common work of the pupils and the teacher during the lessons, but after a certain number of chapters it must be once more given by the teacher as a whole and in standard German. By this means, the use of those abhorred and abominable printed transcriptions which are often found in the hands of the pupils is avoided.

After having finished a work, the teacher has to fix the contents in the pupils' minds by a recapitulation of the principal ideas. He has, besides, to explain the artistic form, the structure of the whole; and if the work was only partly read, the intermediate chapters must be explained, in so far as is necessary to show the connection of the whole. The reading of unprepared passages of a work is not to be neglected. The intimate connection between history and the prose writings of Roman literature is to be shown by a careful and elaborate reading and explanation of historical writers, and especially of the lives of great men from ancient sources. To this end, pictures of classical scenes, monuments and portraits of Roman heroes, must be shown and explained as often as possible. Those pictures—as, for instance, the Forum Romanum, a triumphal arch, the Via Appia, the Roman soldier in full armor—ought to be attached to the walls of the classroom or of the corridors, so that they are ever present to the eyes of the pupils.

As to the plan of studies for successive years we distinguish:

FORM VI

(Eight lessons a week)

Grammar: the regular forms of the nouns, adjectives, adverbs, verbs, and pronouns. The reading and translation book takes its subjects chiefly from ancient history and tradition, so that even in the lowest form a connection exists between these books and the authors which are read in the following classes. A weekly exercise within the class has to be corrected by the teacher; the second half of the year some translations from German into Latin are given as home work.

FORM V

(Eight lessons a week)

Grammar: repetition of the regular forms of the noun, substantives, adjectives, adverbs, and pronouns; deponent verbs; the irregular forms of the nouns and verbs; vocabulary enlarged according to the general views. The exercise book has corrected passages, whereas in the sixth form the single clause prevails. Some of the principal rules of syntax; accusatives with infinitives, participles, ablative absolutes; the double accusative, historical perfect, etc. Exercise in writing as in the lowest form.

FORM IV

(Eight lessons a week)

Four lessons to be devoted to grammar, four to reading. The reading extends to the lives of prominent Greek and Roman heroes according to Cornelius Nepos or a fit reading-book. The preparation for the reading-lessons is made in the class, not at home; the self-activity of the pupils must be awakened; unprepared translations, both from Latin into German and *vice versa*, are made occasionally. Constant exercise in constructions, especially of the accusative with the infinitive, of the participles, and of subordinate clauses; synonymous expressions occasionally; repetition of the so-called irregular verbs; the principal rules of cases, tenses, and moods required for the comprehension of the reading-pieces; translations from the German into Latin from a standard book, the subjects of which are chosen out of the Latin reading, and which serve to fix the grammatical rules; a weekly translation into Latin alternately as home work and as class work; for every term one translation from Latin into German.

LOWER III

(Eight lessons a week)

Four lessons to be devoted to grammar, four to reading. Grammar: repetition and enlarging of the rules of cases, tenses, and moods; translation from an exercise book, the contents and vocabulary of which are chiefly selected from Cæsar's *De Bello Gallico*. Reading: Cæsar, *De Bello Gallico*, I-IV; instruction in preparing lesson; recapitulations; occasionally translating of unprepared passages; synonymous expressions; exercises in writing as in the fourth form.

UPPER III

(Eight lessons a week)

Grammar and reading, each four lessons. Grammar: repetition and enlargement of the rules concerning the tenses and moods; exercise book as in preceding class. Reading: classes, *Bellum Gallicum*, V-VII, and selected chapters from Cæsar, *Bellum Civile*, and from Ovid, *Metamorphoses*; introduction into poetical readings; explanation of the dactylic hexameter and of the principal rules of Latin prosody.

LOWER II

(Seven lessons a week)

Four lessons are devoted to reading, three to grammar. Grammar: repetitions; the syntax of the verb finished; translations as in the middle classes. Reading: easy orations of Cicero (e. g., *Pro Sex. Roscio, In Catilinam, De Imperio Cn. Pompeii*); selections from Livy, first decade; Virgil's *Æneid*; unprepared translations from Cæsar; fine passages from Ovid and Livy are learned by heart.

UPPER II

(Seven lessons a week)

Grammar, two lessons; reading, five lessons. Grammar: repetitions especially of the syntactical rules; instruction on peculiarities of style; translations as in the lower classes, but every fortnight only. Reading: selections from Livy; speeches of Cicero (*Pro Archia Poeta, Pro Ligario, Pro Rege Deiotaro, in Caecilium; Cato Major*); selections from Sallust, Virgil's *Æneid*.

LOWER AND UPPER I

(Seven lessons a week)

Five lessons are devoted to reading, two to grammar. Grammar and exercises as in Upper Second. Reading: speeches of Cicero (*In Verrem, IV or V; Pro Plaucis, Pro Setio, Pro Murena*); selections from Cicero's philosophical and rhetorical writings, and from his letters; Tacitus, *Germania* (at least two chapters), *Agricola*, parts of the *Dialogus*; selections from his *Annals* and *Histories*; selections from Horace, some of whose *Odes* are to be learned by heart. Private reading of writers whose works were read in lower classes is desirable, but not absolutely requisite.

The Latin composition, which dominated until about ten years ago, has been abolished; the use of the Latin language in instruction likewise. The latter is to be found still only in some universities in the examination for the degree of doctor of philosophy.